

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Julie Williams

Establishment: MUSTAD MISTOFCAR

Date: 20/11/19

GRADE DESCRIPTIONS: (When compared with an experienced teacher)

VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U – Needs attention through further development and improvement

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

Safe Spending HSC

A SUBJECT KNOWLEDGE		VG	G	S	U
1	accuracy of knowledge of subject matter	/			
2	understanding of context e.g. scheme of work, programme of study	/			
B LESSON PLANNING AND PREPARATION		VG	G	S	U
1	detail and structure of plan	/			
2	clarity and suitability of learning objectives	/			
3	consideration of SplDs, anticipated difficulties, health and safety, etc.	/			
4	resources selected, prepared, organised	/			
5	consideration of professional standards	/			
6	consideration of appropriate cross-cutting enhancement theme(s)	/			
7	consideration of active learning, learner engagement and skills development	/			
C TEACHING		VG	G	S	U
1	lesson start, e.g. outlining content, aims and objectives	/			
2	presentation: instructing, explaining, demonstrating	/			
3	effective questioning	/			
4	choice and variety of tasks/activities	/			
5	variety and suitability of teaching strategies/methods/approaches	/			
6	use of emergent technologies	/			
7	pace of lesson, use of time	/			
8	lesson ending, e.g. summarising, recapping key points, etc.	/			
D CLASS MANAGEMENT AND CONTROL		VG	G	S	U
1	presence and voice projection	/			
2	transitions – smooth	/			
3	awareness, vigilance and intervention	/			
4	use of praise and encouragement	/			
5	management of tasks/learners/work groups	/			
E MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U
1	monitoring understanding and progress during lesson	/			
2	suitability of assessment strategies/methods/approaches	/			
3	assessing achievement of learning objectives	/			
4	giving feedback and setting targets for progress	/			
F EFFECTIVENESS		VG	G	S	U
1	in setting high expectations for work	/			
2	in conveying enthusiasm and challenging students	/			
3	of students' engagement and learning in this lesson	/			

Observer Signature:

Manfred 20/11/19

General Notes and Comments:

Planning and Preparation:
A very detailed lesson plan with clear lesson objectives + Teaching Strategy
Lesson Objectives + Resources
Development/Delivery:
You delivered a superb lesson, with confidence and was very clear and confident delivery, a great lesson with lots of student engagement and superb attention to students learning. Various examples of formative & summative assessment and feedback

TARGETS FOR IMPROVEMENT

When done on designing a highly effective lesson that was a joy to observe. When done (use you are a superb teacher



Super

LESSON PLAN

TOPIC: Safeguarding and protection in care settings		CLASS: Health and Social Care Level 2
DATE: 20/11/2019	LENGTH OF LESSON: 45 minutes	NO IN CLASS: 7
ABILITY/SPECIAL EDUCATIONAL NEEDS: • None for this session		
AIM OF LESSON: To consider the principles that underpin safeguarding, including understanding the different types of abuse; their associated signs and symptoms; the safeguarding role and responsibilities for responding to suspicions and allegations of abuse; understanding the legislation, national policies and local systems that underpins working practices for reducing the likelihood of abuse; recognising and reporting unsafe practices. •		
LEARNING OBJECTIVES - The Learners Should Be Able To: • Understand principles of safeguarding adults • Know how to recognise signs of abuse • Know how to respond to suspected or alleged abuse • Understand the national and local context of safeguarding and protection from abuse • Understand ways to reduce the likelihood of abuse • Know how to recognise and report unsafe practices • Understand principles for online safety <i>Very detailed</i>		
PREVIOUS KNOWLEDGE: • None-required		
ANTICIPATED DIFFICULTIES: • Time restraints - 45 minutes, maybe too short.		

RESOURCES/EQUIPMENT REQUIRED:

- Computer; PowerPoint; Group work through a question and answer handout and discussions that all link up through a spider gram.



HEALTH & SAFETY:

- A risk assessment has been undertaken of room/set up.

PROFESSIONAL STANDARDS

Please note **WHEN** and **HOW** relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

- Areas of activity: (A1) (A2) (A3) (A4)
- Core Knowledge: (K1) (K2) (K3) (K4) (K5)
- Professional values (V1) (V2) (V3) (V4)

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and
WHEN and HOW they are met:

The following themes will be embedded throughout the whole lesson. It questions what we already know about adult abuse and what we can do as a carer/or provider to safeguard the individuals

- What is abuse?
- Where does abuse happen?
- How can you identify abuse?
- What can you do?



LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
Introduction	• Safeguarding and protection in adult care settings. • Aim & objective.	PowerPoint - Slides 1, 2 and 3 Introduce the subject & aims and objectives. PowerPoint - Slide 3 Question and answer handouts	
Development	• What is Safeguarding?	PowerPoint Slide - 4 Question and answer session. Group work and discussions. PowerPoint Slide - 5	5 minutes 30 minutes
	• What is abuse, harm, neglect and well-being? • What are the different types of abuse?	Recapping and re enforce the learning that both groups presented through their own findings and the use of a spider gram - PowerPoint Slide - 6 PowerPoint Slide - 7	10 minutes
	• Knowing how to recognise signs and symptoms of abuse.	PowerPoint Slide - 8	
	• Knowing how to respond to suspected or alleged abuse: actions to take.	PowerPoint Slide - 9	
Conclusion	• Understanding the national and local context of safeguarding and protection from abuse.	PowerPoint Slide - 10 <i>lots of detail</i>	

	• Legislation and how it safeguards individuals • Understanding ways to reduce the likelihood of abuse. • How to recognise and report unsafe practices. • Recap of Aim and Objective. • Reference List.	PowerPoint Slides - 11 & 12 PowerPoint Slide - 13 PowerPoint Slides - 14 & 15 PowerPoint Slides - 16 & 17 PowerPoint Slide - 18	
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ASSESSMENT STRATEGIES USED (**WHEN** and **HOW**)

Group work and discussions through a questions and answers handout (development of main topic)

Observations (Throughout lesson)

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INFORMAL LESSON EVALUATION:
(This section should be completed straight after the lesson)

Student Lesson Feedback Form

Name Charlotte Grade _____ Lesson being evaluated Safeguarding & protection
Date 20/11/2019 in adult care settings

Circle appropriate number 1 = not at all 5 = extremely

This lesson topic was helpful.

1 2 3 4 5

The lesson held my attention.

1 2 3 4 5

The lesson was easy to understand.

1 2 3 4 5

What I liked about this lesson:

Very helpful and so interesting!

What I did not like about this lesson:

N/A!

I would suggest the following to improve the lesson the lesson was superb!

Additional comments:

Student Lesson Feedback Form

Name Tazmin Chow Grade _____ Lesson being evaluated _____
Date 20/11/19

Circle appropriate number 1= not at all 5 = extremely

This lesson topic was helpful.

1 2 3 4 (5)

The lesson held my attention.

1 2 3 4 (5)

The lesson was easy to understand.

1 2 3 4 (5)

What I liked about this lesson:

I liked that the task was student lead and we had to work together and research the questions.

What I did not like about this lesson:

nothing :-)

I would suggest the following to improve the lesson nothing it was brilliant.

Additional comments:

Student Lesson Feedback Form

Name SIBU Grade _____ Lesson being evaluated _____
Date 20-11-19

Circle appropriate number 1= not at all 5 = extremely

This lesson topic was helpful.

1 2 3 4 (5)

The lesson held my attention.

1 2 3 4 (5)

The lesson was easy to understand.

1 2 3 4 (5)

What I liked about this lesson:

Group activity, researching, discussion. The lesson kept me engaged.

What I did not like about this lesson:

I would suggest the following to improve the lesson _____

Additional comments:

The presentation was very educative & informative.

Student Lesson Feedback Form

Name Joshua Morgan Grade _____ Lesson being evaluated _____
Date 20/11/19

Circle appropriate number 1 = not at all 5 = extremely

This lesson topic was helpful.

1 2 3 4 5

The lesson held my attention.

1 2 3 4 5

The lesson was easy to understand.

1 2 3 4 5

What I liked about this lesson:

Group working, good activity, research, very student led (andragogical)

What I did not like about this lesson:

Could have used more strategies (e.g. Video, Quiz, graphs/figures, etc.).

I would suggest the following to improve the lesson Use some more strategies

Additional comments:

Student Lesson Feedback Form

Name Marlene Roderick Grade _____ Lesson being evaluated _____
Date 20/10/22

Circle appropriate number 1= not at all 5 = extremely

This lesson topic was helpful.

1 2 3 4 5

The lesson held my attention.

1 2 3 4 5

The lesson was easy to understand.

1 2 3 4 5

What I liked about this lesson:

all however, The part that most enjoy was The Task

What I did not like about this lesson:

Nothing

I would suggest the following to improve the lesson _____

Additional comments:

Julie Remember The Phone
when you are doing your
Reflection.

Student Lesson Feedback Form

Name Tracy Taylor Grade _____ Lesson being evaluated Safeguarding
Date 20/11/19

Circle appropriate number 1= not at all 5 = extremely

This lesson topic was helpful.

1 2 3 4 5

The lesson held my attention.

1 2 3 4 5

The lesson was easy to understand.

1 2 3 4 5

What I liked about this lesson:

Engaging and interactive

What I did not like about this lesson:

N/A

I would suggest the following to improve the lesson support by use of

Additional comments:

case studies in
reflective practice
process
- already addressed.

Unsafe Practice

Careers not doing job well
Inappropriate medicine
Lack of medication, funding, resources, staff, etc...

Signs & Symptoms

- Physical • Bruises
- Sexual • Marks on body
- Domestic & Sex-offence.
- Emotional & Self-Harm.

Safeguarding

Reduced Abuse

Police
Social Services
Education
Awareness
Available Help

Legislation

- SV & A 2006
- Care Act (2014)
- Sexual Offences Act 2003
- Protection of Freedoms Bill

Responsible to Abuse

- Inform Supervisor and take out where people need to be taken to whistle blow, etc.

What is neglect?

A types of neglect. Physical, Educational, Emotional and Medical (involves ^{minimizing} ~~cares~~ ^{or} ignoring ~~cares~~ ^{health} needs)

What is harm?

All harmful conduct that can cause fear, alarm or distress. Unlawful conduct which affects property and rights

What is Abuse?

Different terms including domestic, Sexual, Emotional, physical, financial, neglect, psychological, Neglect or poor practice within an institution or care (drug?)

Safeguarding

Broad concept. Relates dignity, individual respect, physical & mental health. Emotional wellbeing

What is wellbeing?

What is it?

Measures to protect health, wellbeing & human rights.

Care Act (2014)

Sends out a clear framework for how local authorities & other parts of the system should protect adults at risk of abuse and/or neglect. Comes out Safeguarding adult reviews and there is a board checklist for it.

Role & Responsibility to Safeguard

To whistleblow and people/organisations working together in order to prevent abuse/neglect and stop the experiences of those. Now regards to feelings & beliefs in deciding an action.